

CARLISLE-FOSTER'S GROVE ELEMENTARY

625 Foster's Grove Road
Chesnee, SC 29323

GRADES PK-5 Elementary School

ENROLLMENT 593 Students

PRINCIPAL Nicha Jordan 864-578-2215

SUPERINTENDENT Dr. James O. Jennings 864-578-0128

BOARD CHAIR Mrs. Joyce M. Wright 864-578-0128

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
25	36	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

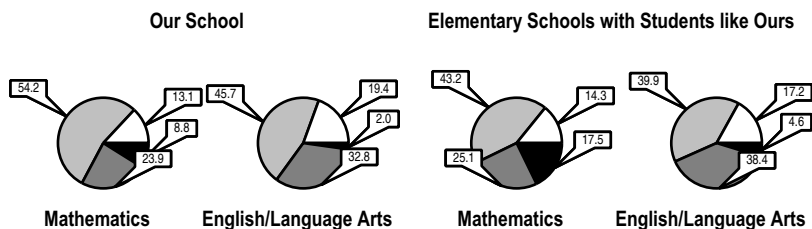
FOR MORE INFORMATION, VISIT WEBSITES AT:




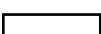
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	36	78	52
Percent satisfied with learning environment	86.1%	65.4%	80.4%
Percent satisfied with social and physical environment	91.4%	73.1%	62.7%
Percent satisfied with home-school relations	100.0%	66.7%	94.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	267	98.1	19.4	45.7	32.8	2.0	34.8	17.6
Gender								
Male	131	99.2	24.8	48.8	24.8	1.7	26.4	17.6
Female	136	97.1	13.8	42.3	41.5	2.4	43.9	17.6
Racial/Ethnic Group								
White	237	97.9	16.7	44.9	36.1	2.3	38.4	17.6
African-American	21	100.0	42.1	47.4	10.5	N/A	10.5	17.6
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	232	97.8	13.0	49.5	35.2	2.3	37.5	17.6
Disabled	35	100.0	64.5	19.4	16.1	N/A	16.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	267	98.1	19.3	45.5	33.2	2.0	35.2	17.6
English Proficiency								
Limited English proficient	6	83.3	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	261	98.5	18.8	45.2	33.9	2.1	36.0	17.6
Socio-Economic Status								
Subsidized meals	80	96.3	38.0	49.3	12.7	N/A	12.7	17.6
Full-pay meals	185	98.9	11.6	43.9	41.6	2.9	44.5	17.6

Mathematics								
All students	267	100.0	13.1	54.2	23.9	8.8	32.7	15.5
Gender								
Male	131	100.0	14.0	52.1	28.1	5.8	33.9	15.5
Female	136	100.0	12.6	55.1	20.5	11.8	32.3	15.5
Racial/Ethnic Group								
White	237	100.0	10.9	53.2	26.4	9.5	35.9	15.5
African-American	21	100.0	31.6	57.9	5.3	5.3	10.5	15.5
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	232	100.0	10.0	53.6	26.4	10.0	36.4	15.5
Disabled	35	100.0	35.5	58.1	6.5	N/A	6.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	267	100.0	13.3	53.6	24.2	8.9	33.1	15.5
English Proficiency								
Limited English proficient	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	261	100.0	12.4	54.5	24.0	9.1	33.1	15.5
Socio-Economic Status								
Subsidized meals	80	100.0	30.1	54.8	12.3	2.7	15.1	15.5
Full-pay meals	185	100.0	6.3	53.1	29.1	11.4	40.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	83	N/A	18.3	42.7	31.7	7.3	39.0
	Grade 4	76	N/A	9.2	52.6	36.8	1.3	38.2
	Grade 5	106	N/A	19.2	46.2	33.7	1.0	34.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	93	97.8	18.4	36.8	41.4	3.4	44.8
	Grade 4	93	97.8	16.5	49.4	32.9	1.2	34.1
	Grade 5	81	98.8	24.0	52.0	22.7	1.3	24.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	83	N/A	12.2	43.9	30.5	13.4	43.9
	Grade 4	76	N/A	14.5	40.8	23.7	21.1	44.7
	Grade 5	106	N/A	12.4	41.9	28.6	17.1	45.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	93	100.0	11.2	56.2	22.5	10.1	32.6
	Grade 4	93	100.0	11.6	53.5	27.9	7.0	34.9
	Grade 5	81	100.0	17.1	52.6	21.1	9.2	30.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 593)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	1.8%	2.4%
Attendance rate	95.8%	Down from 96.2%	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	20.7%	Down from 28.0%	23.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.7%	Up from 5.3%	7.0%	8.0%
Older than usual for grade	0.7%	Down from 0.9%	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	57.1%	Up from 55.3%	54.2%	50.0%
Continuing contract teachers	82.9%	Up from 81.6%	88.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	93.8%	Down from 93.9%	88.4%	86.2%
Teacher attendance rate	96.2%	Up from 94.3%	95.8%	95.3%
Average teacher salary	\$41,417	Down 0.4%	\$42,081	\$39,909
Prof. development days/teacher	10.3 days	Down from 11.9 days	10.2 days	11.4 days

School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio	22.4 to 1	Up from 20.2 to 1	20.0 to 1	18.9 to 1
Prime instructional time	90.4%	Up from 89.4%	90.9%	89.7%
Dollars spent per pupil*	\$5,186	Up 11.4%	\$5,495	\$5,892
Percent spent on teacher salaries*	68.4%	Up from 66.3%	68.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.7%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year has been an extremely successful one for the students and faculty at Carlisle-Foster's Grove Elementary School. We were honored to be recognized by the state of South Carolina as an Exemplary Writing School. Our school theme, "Sailing Into New Challenges," set the course for implementation of writing across the curriculum, school-wide celebrations, and events, which fostered parent involvement.

At Carlisle-Foster's Grove Elementary, we strive to make education a team effort. Through the support of the faculty and staff, parents, and community, we provide a strong academic environment with varied learning opportunities, as well as recognizing the importance of reaching out to others.

Developing community involvement was promoted through activities led by the School Community Team, School Improvement Council and PTA. Students and their families contributed to a variety of charitable organizations, including Mobile Meals, Total Ministries, American Heart Association and American Red Cross. Students took great pride in supporting the United States military by sending cards, letters, and care packages to troops. The Beta Club students participated in service projects throughout the community.

Numerous events and activities were planned to encourage parents to be actively involved in their child's education. Parents showed their support by attending the Fall Festival, Author's Night, Book Fairs, and PTA programs. The school's volunteer program increased as parents served as tutors, volunteers, and guest readers.

The faculty and staff have continued to work together to improve students' educational endeavors and achievement. Implementation of standards-based curriculum has been the focus in planning and in staff development. Teaming with the support of the parents, students are ensured to receive a quality educational experience in a safe, nurturing learning environment.

Nicha Jordan, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.